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ABSTRACT

Due to increasingly sophisticated military equipment, the Reserve Components of the armed forces need to raise the educational standards for recruits. A number of U.S. educational institutions have responded to their needs for continuing higher education in the areas of job skill enhancement (such as computer operation), regular courses directly corresponding to a military skill (such as licensed practical nursing), and specific military skills for which the college can design special offerings (such as military surveying). Statistics indicate that adult education is best delivered when membership groups are used as the recruiting pool. For members of the reserves, continuing education is a fact of life. It offers the reservist an edge for selection of jobs within the unit and increases the likelihood of promotion. The establishment of the educational goals for reservists has become a call for colleges to enter into closer partnerships with reserve units. An overview of this market's current environment, the range of opportunities available for institutions, and suggestions concerning who and where to make contacts are provided. Three appendices include the following: a brief description of reserve component assistance programs; an extract of FORSCOM/TRADOC Regulation 135-3, United States Army Reserve Forces schools; and a memorandum of agreement between the Tennessee Army National Guard and the State University and Community College System of Tennessee. Contains 7 references. (SM)

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# A DEVELOPING MARKET FOR CONTINUING HIGHER EDUCATION: THE RESERVE COMPONENTS

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# A Developing Market For Continuing Higher Education: The Reserve Components

Increasingly sophisticated military equipment has caused the armed forces to raise the educational standards for recruits. For these new recruits as well as persons already serving there exist more rigorous educational goals that are keyed to a soldiers length of serivce and rank. Members of the Army's Reserve Components, consisting of the Army National Guard and the U.S. Army Reserve, are also having to comply with the established educational requirements. To assist them in doing so are a number of new financial support programs plus an advocacy by the Reserve Component Organizations to act as middleman for them and educational institutions.

A number of educational institutions around the nation have responded to the burgeoning needs for continuing higher education by the Reserve Components. A variety of approaches can be seen. In many instances the initial step consisted of developmental work. An example of great Reserve Component need is in practical use of computers, an area most every college is well qualified to address. It can provide an excellent point of entry for the development of a relationship.

The needs of the Reserve Components generally fall into one of three major areas. They are job skill enhancement such as computer operation, regular course directly

corresponding to a military skill such a Licenced Practical Nursing, or specific military skills for which the college has the resources to design special offerings such as military surveying. One potential development not yet fully explored is the assessment of large numbers of Reserve Component personnel to establish each potential students base line of readiness for and credit allowable toward a post-secondary degree program.

This presentation will provide an overview of this market's curent environment, the range of opportunities availible for an institution, and suggestions concerning who and where to make contacts.

There are over 1.7 million men and women serving in the reserve components of our nation's military services (Cook, 1988). They represent a wide variety of backgrounds in terms of social, economic and educational standings. Until recently reserve component personnel did not have to meet a level of non-military education for retention. That has now changed and educational levels are being suggested or prescribed by the various services for persons serving in the reserves.

The Army's Regulation 621-5 sets the minimum goals for members of the National Guard and the U.S. Army Reserve. By 1 October 1989, all enlisted persons in the Army Reserve Components must have a high school diploma or a General Education Diploma. As enlisted personnel progress upward in rank they are required to build college credits to the equivilent of an associate degree by the fifteenth year of reserve service. Warrant Officers must hold an associate degree by their fifteenth year of service. Commissioned officers must hold a baccalaurate degree for promotion to grade O-4 or by their eighth year of service. Failure to meet these requirements could result in suspense of favorable personnel action, a state of military limbo that will, if not corrected, result in termination of membership. If this happens a person will lose monthly pay and allowances and be cut off from any potential retirement benefits.

Reserve units are likewise in need of educational services. Each year, after its period of annual training a unit receives its 'report card'. A high readiness value in the area of training is a very important component of that report card and many times determines if the unit gets a passing grade or not (Burlage and Maze, 1988). In almost all instances where a unit has a low mark in training readiness, it can be traced to one of two events; a unit may have received a new series of equipment and been unable to arrange or complete training with it, or there has been a reorganization of the unit that switched it from one mission organization to another. Both of these situations create an unusual need for training and education that exceeds the capability of the unit to handle. Many times the situation cannot be adequately handled by supporting reserve or active duty military units. This fact should not be hard to comprehend when you realize that a reservist is only available for the equivelent of thirty-eight calendar days of training per year. Active forces in support of the reserves are often willing to provide training and education, but such support is limited by the priority given to active forces and support of on-going missions. There is

also to be considered the fact that not every reservist can leave his home and civilian job for an extended period of time for attendance at a military school.

For several years now some of the more forward looking reserve units have been receiving assistance from colleges in their area to make up for deficiencies in training and education. Recently the National Guard Bureau, a major Army staff agency, called a round table meeting to promote more and stronger links between local colleges and National Guard units. Each of the fifty states' military departments (National Guard) has a special staff officer to monitor and coordinate activities pertaining to developemental and continuing education. The U.S. Army Reserve units have had the right to access civilian training through their system of USAR Schools, located throughout the United States. The ESO's and some USAR Schools have made known to the colleges in their states or geographical service areas the sources for funding to defray major costs of tuition available to each person in the guard. For the reserve components of the Army, the support package includes the "Montgomery" GI Bill and the ACES (Army Continuing Education Support) program. Basically, these programs provide monitary support for the full-time or part-time college student. The former is an earned benefit while the latter is discretional and subject to availibility of funds. A brief discription of each program will be found in Appendix A. Beyond these two

sources, reservists may qualify for pell grants, student loans, and other such traditional financial support as determined by the college they choose to attend. The financial support programs and provisions mentioned here exist for the Army elements of the reserve components. There are some comparable programs for the reserves of the other armed forces, however, not all elements are the same. For example, in the US Navy Reserve there is not a tuition assistance program for reservists that corresponds to the ACES program found in the USAR/NG.

What is presenting itself to America's colleges is a group of over one-million persons, potential college students, who need educational assistance and who posess the ability to pay for these services when rendered. All of these persons are conveniently gathered together as units at least once each month. Their needs fall into three major categories; developemental studies, military skill training at the unit level, and individual adult and continuing higher education. These three categories represent educational areas that colleges can operate in with efficiency while earning a respectable return on any investment required to provide service. Working out programs to serve the reserve population follows the concept advanced by both Miller and Rubenson; that adult education

is better delivered when membership groups are used as the recruiting pool (Miller, 1967)(Rubenson, 1977).

In the first category, that of developemental education, is the person who does not hold a high school diploma, the equivelent, or who has been away from formal education some time and not at the readiness level for college instruction. Some may have tried to get a diploma at an earlier time or to come up to an academic level to enter college, but for whatever reason did not make it or carry through. They may have run into one or more of the traditional barriers of adult learning. Now, there is a powerful force motivating them to try again. The established levels of continuing education could be characterized as being negative in nature but properly handled can be treated as positive. After all, reserve service is voluntary - these people want to be in the reserves and have been productive members so far. There is no reason they should be other than well motivated to meet these new requirements placed on them.

Unit mission and individual skill training is a very important aspect of this situation. Reservists want to succeed, to grow and gain recognition for excellence and to

earn promotions for service. Company A wants to be better than any Company B and as a unit they want to feel they are just as good as the full-time professionals they meet at annual training or who come to work with them. Someone who can teach them the theory of their equipment and to use its full capability will be welcomed with open arms. Words like "state of the art" are not hollow statements to them. No college should feel that delivering educational services to this group would be a step back in time. There is a high velocity to the technology being acquired by the reserves that has brought about the need for almost constant training, and the developement of new skills. Forces Command/Training and Doctrine Command Regulation 135-3 contains a list of skills deemed appropriate for civilian contract training. This list is found in Appendix B.

For the members of the reserves, the subject of continuing education is now a fact of life. Not only is a certain level of education prescribed, exceeding those goals is recognized as conferring an edge for desirable duty assigments within an organization and for increasing chances for promotion. The same basic motavational situation applied to the developmental needs group also applies to this group. In this case, however, there is no question of replacing nonsuccess with success, but building on success. Any military person with several years of service can see

the game plan and realize that a commitment to continued service carries with it an implied commitment to continued higher education.

Let's examine some actual reserve unit links with colleges to provide insight on how the process works. The U.S. Navy Reserve has a network of recruiters concentrating on filling spaces in medical units. One of the harder spaces to fill is biomedical equipment repairman. Their Reserve Allied Medical Personnel (RAMP) program allows them to recruit a qualified person and pay his tutition at a local college that has an approved program in this field. It is an excellent program that addresses the needs of the reserves with college education. In one mid-western state a reserve engineer construction unit was in dire need of training for carpenters, plumbers, and electricians because of its reogranization from another type of unit. The response from a local college was a proposal to teach a 192 hour course in each of the three job skill areas. The training was conducted at the unit's drill site once a month for one year. The cycle, when completed, had qualified more than fifty persons belonging to the unit. In the northwestern part of the United States, a partnership between a Reserve Forces School and a two-year college was started after the Reserve Forces School was unable to find reserve personnel to teach classes in utilities and power generation equipment repair. A six-month course was

developed and delivered. At course completion the reservists received a certificate from the military along with credits from the college that applied to an associate degree in industrial technology. The success was such that the college is now investigating and developing additional program proposals in the medical and aeronautical fields. In South Carolina, a technical college was approached by the National Guard to design a unique one-year certificate program for precision measuring equipment specialists. By using guard provided information the exact objectives required by the military were addressed and a program was developed (Reed, 1987). Persons who sucessfully complete the course earn 73 quarter hours of credit and are awarded the appropriate military occupational specialty designation. One special aspect of this program is that the students, who are reservists, are placed on full-time active duty status for one year to take this course. All tutition, fees, and expenses are paid by the state military department along with pay and allowances based on that student's rank and time in service. Even with the cost of paying for full time duty, the expense for the guard is less than to send a person to an active duty Army service school. Moreover, the Guard is finding it easier to get companies to release their employees for a year to go to a local college than to send them 'off' somewhere to an Army post for the same period of time.

The reserves are also looking to colleges for the delivery of courses falling into the category of job enhancement. The computer field is an excellent area to look at for examples. Most colleges offer a variety of computer classes. All types of computer classes are needed by the military. Many units have just started to receive personal computers for use in routine office administration. A large number of persons using them are not computer literate. A college in Tennessee proposed, had accepted and conducted computer orientation classes for the state's National Guard using their equipment and software.

Relationships such as these have the potential for growth. One success calls for another in the same area, or in some other job skill area. The reservist, who becomes a student at a college through his reserve unit develops a loyalty. If credits have been earned, a momentum exists for continued enrollment, perhaps for a degree.

As indicated earlier, the individual reservist is in need of starting or continuing a program of higher education. Not only does such activity give him an edge for selection of jobs within the unit and increase the likilyhood of promotion, it is now a fact that to hold any position or to get any further promotions, the person will have to meet the goals. The average reservist is most likely asking the "where am I?" question. Some of them see the acquisition of college credits as a lost cause. Their

reasons may be based on a poor attitude toward school in general, a feeling that there is no way to meet the number of hours required by the Army's cut off date, or due to financial considerations. These reasons, along with others, are some of the normal barriers that adult learners must overcome. Assisting them in their efforts to do so is a responsibility of adult education.

The establishment of the educational goals for Army Reserve personnel has become a call for colleges to enter into closer partnerships with reserve units. It is a relativly easy process for a college to create a link through a Memorandum of Understanding. It becomes the basic working document spelling out the responsibilities of the military as well as the participating school. It explains the level of financial support availible to the individual reservist for the new tuition assistance program entitled Army Continuing Education System (ACES). A sample of an MOU is in Appendix C. Many reservists are now eligible for educational benefits under the New 'Montgomery' G.I. Bill. These benefits, like the original G.I. Bill program, are administered on campus through the Office of Veterans Affairs.

With the burgeoning number of reservists in need of assistance to find out what their academic status is, one college in Indiana developed an approach that broke through many of the traditional barriers to continuing education for

the adult learner (Carrol, 1987). This college designed an assessment module consisting of the normal college orientation information, but augmented with content dealing in job readiness skills, goal setting, and career interest surveys to name only a few. The most important aspect of the assessment, however, is the college's evaluation of the reservists military service. By applying the recommendations contained in the current Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education, everyone evaluated gained credit hours toward meeting the Army's educational goals. The feeling each individual has of being on the way toward his goal provides a major motivational boost. In this program attendees earn one credit hour for undergoing the complete assessment. Reserve units are willing to let their personnel attend such a presentation on paid duty time because the commanders know it will benefit them directly in several ways, preventing the loss of trained personnel being one. To date, this Indiana college has assessed one entire brigade of the State's National Guard, representing over 1,600 persons located in sixteen localities. When surveyed after the assessment, forty-three percent indicated it had helped them "very much" in acquiring new knowledge. This endeavor generated requests averaging sixty classes at each of four

locations. The college is now in the process of scheduling to meet these requests. Some initial data from this Indiana group of adult learners indicates a majority of them are keying on the business related curriculum. This is in keeping with the findings of a study of Veterans that indicated they were far more likely to enter the business field than any other (Drew and Creager, 1972). A recent survey of 800 National Guard members across the nation indicated that 56 percent were interested in the business or administrative field (Watt, 1988).

Colleges that intend to serve this population will have to consider several unique aspects of it. The greatest success will accrue to the institutions employing the greatest number of innovations. This does not mean giving away credit hours or diluting the integrety of any existing program. It means, however, making the acquisition of credit hours availible to the reservist-student. The following are some considerations each college will have to look at when developing a delivery strategy.

- Using the armory or drill hall as the location for class delivery.
- Scheduling classes at times more convienient for the reservist, e.g. the evening prior to a weekend drill or the evening between the two days of a weekend drill.
- Offering courses in formats other than the

usual classroom mode, e.g. cable television.

- Accepting comparable course completion through use of CLEP or locally devised tests.

All of the above measures are more completely addressed in the documentation of the Servicemembers Opportunity Colleges (SOC) Organization. From the SOC's inception in 1972, it has grown in membership to over 434 member colleges. It was initially designed to serve active duty persons but has application to the reserve components and should be examined.

The bulk of the reserve forces belong to the National Guards of the fifty states and the U.S. Army Reserve. Each has a different organization in respect to command and control. The two following figures show their basic organization.

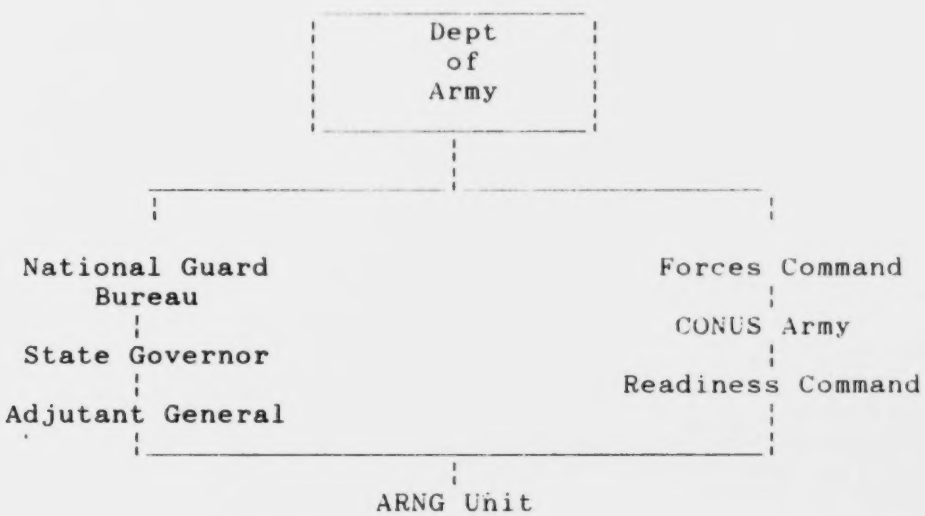


Figure 1.

The units in the left hand column represent agencies that provide command instructions to the individual units. Those in the right hand column provide technical assistance and advice. Any college that forms a relationship with a unit or group of units will have to be familier with both groups. Funding for education that may be delivered will come from the command line. The evaluation of training standards will come from the technical line and be of utmost importance, especially when job-related skills are concerned.

The units of the US Army Reserve do not have dual lines involved because they are basic assets of the federal governement, unlike the National Guard that belongs to each state's governor first.

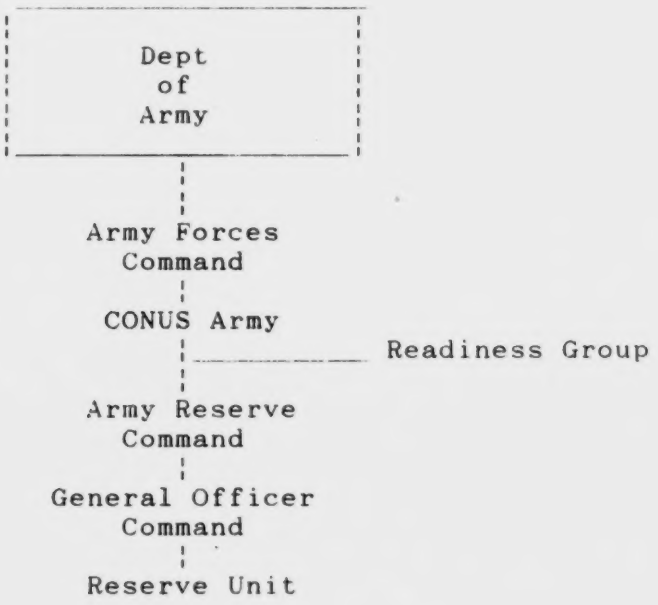


Figure 2.

The unit is the best place for a college to make an initial contact to survey educational needs. Each unit has a designated person managing training matters; it may be an officer or a senior Non-Commissioned officer. In most of the larger sized units this person is a Reserve Component member serving on full-time active duty; seek that person out and start the dialogue. Remember, you have two major areas of interest, the unit and its individuals. After that contact is made, the process becomes one of developing a proposal to address the needs of the personnel or the unit as a whole. Guiding the proposal through the various command channels and decision points will require patience. Colleges that wish to operate in this area must remember that tuition assistance funds are usually always there for use, while funds to purchase training for job skills may not be present until budgeted; for this reason it is better to contact and work with a unit several months prior to the time they submit their requests for the next Training Year, which runs from 1 October, through 30 September. If the organization you visit belongs to the National Guard the Education Service Officer (ESO) would be an excellent place to initiate contact with, either prior to or after a unit visit. The equivelent person to the ESO in the U.S. Army Reserve structure is the training officer at any of the Army Reserve Command (ARCOM)/General Officer Command (GOCOM) organizations for the geographical area. One very valid

reason for making contacts at a higher level in the chain of command is that many times a unit will be unwilling to admit to a problem in this area, or a key player is rabidly against accepting outside assistance. Because of the density of job positions within units, many times there are not enough people in one Reserve Component unit to constitute a class. By working through a higher headquarters the possiblity of collecting persons with the same training needs from several units at one location exists. Another key point of contact for a college is at a U.S. Army Reserve Force School (USARFS). USARF schools are flexible organizations that deliver MOS training to both USAR and Guard units on an area basis. If a USARF School is unable to conduct required training due to lack of instructor assests, they have the prerogative to contract the such training from a civilian source.

Many times faculty and staff members of a college are also members of the reserves. These persons should be sought out and asked to provide insight for possible educational initiatives in their reserve organization.

By way of summary you should look at the reserve forces as an underserved population. This population is reaching out for a number of reasons to the traditional institutions of adult and higher education. Through a combination of events, the need for a variety of educational services coupled with existing tuition assistance programs, colleges

are presented with an unprecidented opportunity to develop a new source of students. Each instituion has the capability to render assistance. That assistance can bring many benefits to both the college and the reserve unit. The investment required to be a player is minimal, centering on linking up with the reserves then makeing a commitment to deliver educational services when, where, and how needed.

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# APPENDICES

# APPENDIX A

# BRIEF DESCRIPTION OF RESERVE COMPONENT ASSISTANCE PROGRAMS

# Brief Description of Reserve Component Tuition Assistance Programs

## Army Continuing Education System Tuition Assistance (ACES)

ACES is intended to provide part-time assistance for soldiers not covered under the Montgomery GI Bill (MGIB). High school completion programs, part-time students not qualifying for the GI Bill, graduate level programs, and approved external degree programs are included. This program pays 75 percent of tuition and lab fees at accredited institutions, and can pay up to 90 percent for an E-5 or above, with fewer than 14 years of service. Applications for this program must be approved prior to registration.

## New Reserve Component GI Bill

This bill provides up to $5,040.00 for qualified members. A full-time student will receive $140.00 per month for as many as 36 months; a three-quarter time student will receive $105.00 per month for up to 48 months; and a half-time student will receive $70.00 per month up to 72 months. An individual must take a minimum of 6 hours to qualify. Individuals should check eligibility requirements on Department of Army Form 5435. The individual must be attending a school approved by the veterans administration in an Associate or Bachelor degree program.

APPENDIX B
EXTRACT OF
FORSCOM/TRADOC REGULATION 135-3

Extract
FORSCOM/TRADOC Regualtion 135-3
United States Army Reserve Forces Schools

Appendix B
Contract Training

B-8. Military occupational specialties appropriate for contract training through Reserve Forces schools. MOS codes and titles were prepared under AR 61-201. Current editon of the AR should be compared with the following MOS to determine if changes in MOS or title have occured:

29M Tactical Microwave Systems Repairer
26Q Tactical Satellite/Microwave Systems Operator
26T Radio/Television Systems Specialist
29E Field Radio Repairer
29J Teletypwriter Repairer
31V Tactical Communications Systems Operator/ Mechanic
35B Electronic Instrument Repairer
39E Special Electrical Devices Repairer
35H Calibration Specialist
35K Avionics Mechanic
36E Cable Splicer
41B Topographic Instrument Repair Specialist
41E Audiovisual Equipment Repairer
41J Office Machine Repairer
41K Reproduction Equipment Repair Specialist
44B Metal Worker
44E Machinist
51B Carpentry and Masonry Specialist
51C Structures Specialist
51G Materials Quality Specialist
51M Firefighter
51N Water Treatment and Plumbing Systems Specialist
51R Electrician
52C Utilities Equipment Repairer
52E Prime Power Production Specialist
53B Industrial Gas Production Specialist
62G Quarry Specialist
62H Concrete and Asphalt Equipment Operator
68B Aircraft Power Plant Repairer
68F Aircraft Electrician
68G Aircraft Structural Repairer
68H Aircraft Pneudraulic Repairer
71E Court Reporter
71R Broadcast Journalist
74B Card and Tape Writer
74D Computer/Machine Operator
81B Technical Drafting Specialist

81C Cartographer
81E Illustrator
82B Construction Surveyor
82D Topographic Surveyor
83E Photo and Layout Specialist
83F Photolithographer
84B Still Photographic Specialist
84C Motion Picture Specialist
84F Audio/Television Specialist
91C Practical Nurse
92B Medical Laboratory Specialist (Basic & Advanced)
92C Petroleum Lab Specialist
92D Chemical Lab Speicaist
92E Meteorological Observer
93F Field Artillery Meteorological Crewman
94B Food Services Specialist

# APPENDIX C
# MEMORANDUM OF AGREEMENT

ACES-MOU- 03TN

ARMY CONTINUING EDUCATION SYSTEM (ACES)

Memorandum of Understanding (MOU)*

between

Tennessee Army National Guard

and STATE UNIVERSITY & COMMUNITY COLLEGE SYSTEM OF TENNESSEE

1. PREAMBLE:

a. Headquarters, Department of the Army has established seven TOTAL ARMY (active duty, Army National Guard, and Army Reserve) goals necessary to achieve its mission. They are readiness, human, leadership, materiel, future development, strategic development, and management. The specific goals that directly affect the Army Continuing Education System (ACES) are readiness, human, and management.

b. The Army and TN Army National Guard (TNARNG) are committed to having soldiers who continue their educational pursuits while in the service. These efforts directly support the attainment of the TOTAL ARMY goals by continually developing and improving the skills and values fundamental to military learning. It is believed that through the achievement of the individual soldier's educational goals, he acquires and develops the skills required to excel in the military by performing satisfactorily in training and in his work setting. Lifelong educational growth and work achievement are viewed as necessary to enhance the quality of life within the entire military community and to foster responsible citizenship in each soldier regardless of rank or position.

c. ACES represents the instrument for administration and funding of part-time educational development for any eligible member of the TNARNG. The central point of contact for administration and funding matters for the TNARNG is the Educational Services Officer (ESO). The responsibilities of the ESO are described herein.

d. In order to provide funding assistance for eligible TNARNG personnel, Army Regulation 621-5 directs that the ESO must establish this MOU* between the TNARNG and any participating public or private school, institution, or agency that offers a high school completion program (HSCP) or postsecondary program or services. The school, institution, or agency must meet the following requirements: (1) it must be accredited by one of the regional accrediting Associations of Colleges and Schools (or its Commissions), or by the Association of Independent Colleges and Schools, or by the National Association of Trade and Technical Schools, or by the National Home Study Council, or by the American Association of Bible Colleges; (2) it must not discriminate on the basis or race, color, religion, sex, or national origin; and (3) it must not bar U.S. Armed Forces recruiting personnel from its premises. The responsibilities of the participating school, institution, or agency (PSIA) regarding ACES, TNARNG student personnel, and this MOU are described herein.

*This document also replaces DA Form 588 (Basic Agreement for Off-Duty Academic Instruction) which has been declared obsolete effective 1 OCT 86.

2. PROGRAMS AND SERVICES TO BE OFFERED BY THE PARTICIPATING SCHOOL, INSTITUTION, OR AGENCY (PSIA):

a. The PSIA identified herein agrees to permit qualified TNARNG personnel to enroll in, attend, and complete the same credit or non-credit courses and/or programs offered by the PSIA as announced or scheduled in published catalogs or bulletins on a fair and equal basis as that offered to other eligible, qualified, and accepted students.

b. Prior to entering any degree-producing program that is destined to satisfy the military requirement for civilian education, the Department of Defense (DoD) has recommended that all service personnel should request credit evaluation of their military training via the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services, or the National Guide to Educational Credit for Training Programs, or other approved evaluation/credit sources such as CLEP, DANTES, or local challenge examinations. Within PSIA policies and resources, the PSIA agrees to provide credit evaluation services to applicable and eligible TNARNG student personnel prior to permitting them to begin degree-producing programs.

c. Pre-enrollment counseling and/or testing for some courses/programs may be appropriate and should be offered to TNARNG student personnel on the same equal basis as that required of other eligible students.

d. PSIA requirements regarding entry, participation, and completion standards; conduct; and administrative matters should be applied to TNARNG student personnel on the same equal basis as that expected of other accepted traditional and non-traditional students.

e. The PSIA agrees to permit access to and encourage the use of learning resources and services such as libraries, bookstores, and various applicable PSIA offices and instructional personnel.

f. Minimum and maximum class size will be determined by the PSIA.

g. Traditional and non-traditional instructional methods should be applied in accordance with PSIA policies. Any innovative approaches or techniques developed or adapted especially for TNARNG student personnel should be consistent with the professional integrity of the PSIA and with accreditation standards.

h. Courses or training conducted at armories must be coordinated with the armory in advance, on a space available basis, and subject to local commander approval. NOTE: Some Federal assistance programs such as the New GI Bill cannot be approved for military personnel unless the off-campus site has had prior site approval by VA. The ACES tuition assistance program does not require VA approval.

3. ACES TUITION ASSISTANCE (TA) BENEFITS:

a. ACES tuition assistance (A) benefits are authorized for eligible commissioned officer, warrant officers, and enlisted personnel taking credit or non-credit courses from accredited or approved schools, institutions, or agencies on a part-time basis (half-time or less). ACES interprets "half-time" status as one or no more than two courses per term. The "term" (quarter, semester, intersession, or other) should be identifiable by dates published in the PSIA's annual schedule or bulletin.

b. TA will be limited to tuition costs, instructional (maintenance) fees in lieu of tuition, and laboratory or shop fees specifically required as a condition of enrollment in a particular course. Books, consumable supplies, and incidental fees and charges are not covered and are the responsibility of the military student. TNARNG personnel are authorized TA benefits as a percentage of "half-time" (or credit-hour) cost at 75%, 90%, or 100%. The percentage of entitlement is determined by rank, length of service, and type of program. Eligible TNARNG students who elect to attend on a full-time basis or those who must be charged full-program cost will receive only their authorized percentage of half the full-time or full-cost rate. The balance of cost not covered by TA is the responsibility of the military student.

c. TA is authorized for the following types of courses/programs:

(1) Courses leading to a certificate; or associate, baccalaureate (also a second baccalaureate for approved enlisted personnel only) , or graduate degree--(75% or 90%)

(2) Correspondence courses listed in DoD 1322,8-C DANTES Independent Study Catalog--(75% or 90%)

(3) CLEP examination--(75% or 90%)

(4) High school completion programs (HSCP)--(100%)

(5) GED test cost--(100%)

(6) English as a Second Language (ESL)--(100%)

(7) Military Occupational Specialty (MOS) or job-related training through credit or non-credit courses (for approved enlisted personnel only)--(75% or 90%)

(8) Flight training as part of degree programs only--(75% or 90%)

d. TA will not be authorized for the following:

(1) Courses/programs over and beyond "half-time" status during any single term or training period.

(2) Audited or repeated courses.

(3) Courses/programs previously funded and failed or not completed for reasons within the student's control, or for failing to maintain eligible status in the TNARNG.

(4) Additional courses with currently pending INCOMPLETE grade.

(5) Courses/programs unapproved by ESO.

(6) Courses/programs for which DA Form 2171 has not been approved by ESO prior to attending class.

4. ADMINISTRATIVE RESPONSIBILITIES FOR ESO AND PSIA UNDER ACES:

a. TNARNG ESO Responsibilities: The Education Services Officer (ESO) is the single point of contact (POC) between TNARNG personnel and participating schools, institutions, and agencies (PSIA) or their members as listed and identified on appended page(s) 8 to this MOU. Specifically the ESO will perform the following functions:

(1) Counsel and advise TNARNG personnel regarding military education requirements, assistance programs, benefits, and eligibility criteria.

(2) Receive DA Form 2171 and supporting documentation as Request for Tuition Assistance (TA) under ACES.

(3) Verify eligibility of TNARNG applicant, determine amount of entitlement benefit, and determine availability of funds prior to approving course/program request (DA Form 2171).

(4) Distribute one approved copy of DA Form 2171 for each TNARNG student to PSIA and one copy to each applicant prior to registration and class attendance.

(5) Receive from PSIA the billing invoice for authorized services provided to each approved TNARNG student and process funding documents for payment disbursement to PSIA.

(6) Receive from PSIA one copy of course/program completion certificate for each student at conclusion of each course/term/program for TNARNG administrative processing. TNARNG agrees to have each applicant sign a grade report release form prior to the release of any such reports.

(7) Assist and coordinate between all TNARNG applicants and the PSIA in support of this MOU and ACES.

(8) Maintain administrative contact with PSIA by telephone, correspondence, or conference to expedite and enhance the efficiency of executing the provisions of this MOU and ACES.

(9) Notify the PSIA as soon as possible regarding any significant change in ACES program management, procedures, funding, or provisions of this MOU.

b. Participating School, Institution, or Agency (PSIA) (and Member) Responsibilities:

(1) The PSIA will designate a single point of contact (POC) by name, office title, and contact phone number (and replacement/alternate as necessary) to represent the PSIA and to receive, disseminate, and assist in the coordination of managing ACES program documents and fulfilling the necessary administrative requirements under this MOU. NOTE: Subordinate member institutions under this MOU are identified and listed on appended page(s) 8 as applicable.

(2) Insofar as possible, the PSIA agrees to maintain institutional status as identified in paragraphs 1d and 2a through g of this MOU and to notify ESO immediately of any substantive change as herein stated and agreed upon.

(3) Insofar as possible during financial aid counseling of TNARNG students, the PSIA agrees to assist in advising TNARNG students that it is unlawful to knowingly apply for, receive, and duplicate Federal educational funding (such as ACES, Old GI Bill, New GI Bill, VEAP, ROTC Scholarships, or some Federal education grants) for the same courses during the same term of school/training.

(4) The PSIA and its applicable members agree to accept the approved copy of DA Form 2171 from the ESO for each eligible TNARNG student as proof of Government obligation for the amount specified thereon. The PSIA or its member or its institutional representative should verify all pertinent information on the DA Form 2171. Any discrepancy in student data, course identification, period of instruction, or chargeable cost must be telephonically reported to and rectified with ESO within 30 days of receipt in order to avoid later adjustment in billing/disbursement due to underpayment/overpayment. NOTE: When PSIA receives the approved copy of the DA Form 2171 prior to course registration, it is requested that PSIA or its members collect only the unfunded amount of liability from the TNARNG student during registration in order to lessen the financial burden on the student and to avoid institutional refund of entitlement when Government payment is received and posted to student accounts.

(5) As soon as possible after the LAST DAY TO WITHDRAW WITH REFUND has passed in each term, the PSIA or its members will submit one original and four copies of the institutional invoice for each approved student by course(s) and cost to be paid by the Government as identified on DA Form 2171 to

HQ, TN Army National Guard
ATTN: CGTN-ESO
Houston Barracks
Nashville, TN 37204-1501

Disbursement documents will be prepared immediately upon receipt by ESO. Authorized payment will be directed to PSIA or member designee in 30-35 days. NOTE: If sequence steps (4) and (5) above are followed consistently, eligible students will apply, be approved, attend, billing completed, courses completed, completion documents sent, and payment received by PSIA during the same term. This should be standard procedure.

(6) Within 30 days following the completion of each ACES funded course/program, the PSIA or its member agrees to send a copy of the appropriate completion certificate, grade report, diploma, degree, or other applicable document for each TNARNG student funded by ACES for each term to:

HQ, TN Army National Guard
ATTN: CGTN-ESO
Houston Barracks, Sidco Drive
Nashville, TN 37204-1501

NOTE: Normally, this concludes the PSIA responsibility in the administration of the "DA Form 2171 cycle" under this MOU and ACES. However, if ACES funded TNARNG students receive an INCOMPLETE grade (that is not removed within the period allowed by PSIA policy for removal), or receives a failing grade due to excessive absence, or if they withdraw for reasons within their control, or fail to maintain eligible status in the TNARNG, the ESO will be required to coordinate further with PSIA administrative and/or instructional staff. In any of these cases, if recoupment of paid entitlement becomes necessary, it will be regained from the applicable TNARNG student in accordance with ACES program directives. The PSIA or its member agrees to assist the ESO verify course/program completions.

(7) The PSIA will notify the ESO immediately regarding any substantive changes in institutional policy concerning enrollment criteria, course/program offerings, or other applicable matters pertinent to any provision of this MOU. Notification of tuition rate change should be made to ESO at least 90 days in advance if possible.

(8) Annually, the PSIA or its member will provide the ESO with one copy of the PSIA or member bulletin or catalog for each program level of instruction or training (such as one undergraduate bulletin, one graduate bulletin, one adult/continuing education bulletin, one student handbook, one fee schedule, etc. -- if all of these publications or their equivalents are separate). It is agreed that the ESO will be included on the PSIA annual mailing list for appropriate bulletin(s)/catalog(s) to be sent to

HQ, TN Army National Guard
ATTN:: CGTN-ESO
Houston Barracks, Sidco Drive
Nashville, TN 37204-1501

(9) The PSIA agrees to maintain administrative contact with ESO by telephone, correspondence, or conference to expedite and enhance the efficiency of executing the provisions of this MOU.

5. COMMON PROVISIONS:

a. This MOU is effective immediately upon signature of both parties and is considered to be a practical relationship in all applicable provisions for a minimum period of 1 year from date of signature unless sooner modified in writing by common agreement and appended hereto.

(b) ESO and PSIA (members or representatives) may convene by mutual request and consent on a regular or as-needed basis to support the provisions of this MOU, to promote the educational intent of ACES, or to assist the efforts of the PSIA or its members in support of the TNARNG.

(c) The PSIA or members herein named may contact local TNARNG armories in their service areas to arrange convenient times (subject to local commander approval) for counseling, testing, or advisement of current and prospective TNARNG students under terms of this MOU and the intent of ACES.

(d) The Original Copy of this MOU will be retained by the ESO when completed. Sufficient copies will be prepared by the ESO for dissemination to PSIA and its members as identified and listed on page(s) 8 as appropriate.

* * *

IN WITNESS, the foregoing Memorandum of Understanding is mutually accepted and agreed upon this 15th day of December in the year 1986 .

This document and appended pages as herein stated are subject to mutual review on 31 December 1987 unless sooner modified by mutual consent or cancelled in writing 90 days in advance by either party.

* * *

| FOR the Participating School, Institution, or Agency (PSIA) and members if applicable: | FOR the TN Army National Guard |
|---|---|
| STATE UNIVERSITY & COMMUNITY COLLEGE SYSTEM OF TENNESSEE | Tennessee Army National Guard |
| Name of PSIA (members listed at page 8 ) | Name of ACES Component |
| James R. Vaden | T. P. Hendrickson |
| Signature of Authorized Representative | Signature of Authorized Representative |
| James R. Vaden | T. P. Hendrickson, MAJ IN, TNARNG |
| Typed Name of Authorized Representative | Typed Name of Authorized Representative |
| Vice Chancellor for Business & Finance | Education Services Officer |
| Title of Authorized Representative | Title of Authorized Representative |
| 12/12/86 | 15 December 1986 |
| Date of Signature | Date of Signature |

Applicable/~~XXXXXXXXXXXXXX~~
(circle choice)

Initials of PSIA Representative

APPENDED PAGE No. 8

The following school(s), institutions(s), or agency(agencies) is/are to be included in the provisions of this MOU as represented by the principal PSIA's initials appearing hereon:

## Institutions Governed by the State Board of Regents

### Universities

Austin Peay State University
East Tennessee State University
Memphis State University
Middle Tennessee State University
Tennessee State University
Tennessee Technological University

### Community Colleges

Chattanooga State Technical Community College
Cleveland State Community College
Columbia State Community College
Dyersburg State Community College
Jackson State Community College
Motlow State Community College
Roane State Community College
Shelby State Community College
Volunteer State Community College
Walters State Community College

### Technical Institutes

Nashville State Technical Institute
State Technical Institute at Knoxville
State Technical Institute at Memphis
Tri-Cities State Technical Institute

### Area Vocational-Technical Schools

Athens, Covington, Crossville, Dickson, Elizabethton, Harriman, Hartsville, Hohenwald, Jacksboro, Jackson, Knoxville, Livingston, McKenzie, McMinnville, Memphis, Morristown, Murfreesboro, Nashville, Newbern, Oneida, Paris, Pulaski, Ripley, Savannah, Shelbyville, and Whiteville